**7th Grade Writing Rubric – Narrative Writing**

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| **CCSS** | **4 – Standard Exceeded** | **3 – Standard Met** | **2 – Standard Nearly Met** | **1 – Standard Not Met** | **NS** |
| W.7.  3a  4 | The narrative, real or imagined:   * Skillfully engages and orients the reader by establishing a context and point of view. * Effectively introduces a narrator and/or characters. | The narrative, real or imagined:   * Engages or orients the reader by establishing a context and/or point of view. * Introduces a narrator, and/or characters. | The narrative, real or imagined:   * Partially engages or orients the reader by partially introducing a context and/or point of view. * Attempts to introduce a narrator, and/or characters. | The narrative, real or imagined:   * Does not engage or orient the reader. * Does not introduce one or more of the following: a narrator, and/or characters. | Incoherent, Off-task, Illegible |
| W.7.  3a  3c  3e  4 | * Skillfully organizes an event sequence that unfolds naturally and logically. * Sophisticated use of a variety of transition words, phrases and clauses to convey sequence and signal shifts from one setting to another and show the relationships between experiences and events. * Insightfully provides a conclusion that clearly follows from and reflects on the narrated experiences or events. | * Organizes an event sequence that unfolds naturally and logically. * Uses a variety of transition words, phrases and clauses to convey sequence and/or show the relationships between experiences and event. * Provides a conclusion that follows from and reflects on to the narrated experiences or events. | * Progression of events may be somewhat confusing. * Limited/ineffective use of transition words, phrases and clauses to convey sequence and/or show the relationships between experiences and events. * Provides a weak conclusion that may or may not connect to the narrated experiences or events. | * Event sequence unfolds illogically. * Does not use transition language. * Provides no conclusion or one that is not connected to the narrated experiences or events. |
| W.7.  3b  3d | * Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop setting, experiences, events, and/or characters. * Sophisticated use of precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | * Uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. * Uses relevant descriptive details, sensory language, precise words and phrases to capture the action and convey experiences and events. | * Uses limited/ineffective narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. * Limited/ineffective use of relevant descriptive details and sensory language. | * Narrative techniques are missing or misapplied. * No relevant sensory language or descriptive details. |
|  | **STUDENT’s HOLISTIC SCORE for the NARRATIVE, circle one: 4 3 2 1 NS** | | | |
| L.7.  1  2 | * Sophisticated and purposeful sentence structures. * Skillful use of punctuation, capitalization, grammar usage, and spelling to enhance meaning. | * Purposeful sentence structures. * Appropriate use of punctuation, capitalization, grammar usage, and spelling. Minor errors do not interfere with meaning. | * Some weakness in sentence structures. * Partial use of punctuation, capitalization, grammar usage, and spelling. Errors partially interfere with meaning. | * Weak and/or confusing sentence structures. * Punctuation, capitalization, grammar usage, and spelling, errors interfere with meaning. |
|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** | | | |  |